

SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: MAKING GOOD DECISIONS

SUBJECT: Guidance Activity

GRADE LEVEL(S): 2

SC Career Guidance Standard/Competency

- Learning to Work: Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.
 - Competency 2.1. Recognize the importance of making decisions.
 - Competency 2.4. Understand how choices and consequences are related

National Career Development Guidelines Goal/Indicator

- Career Management: GOAL CM2. Use a process of decision-making as one component of career development.
 - Indicator CM2.A2. Demonstrate the use of a decision-making model.

Lesson Objectives

1. Students will understand that they make many decisions in their lives and that decision-making is important.
2. Students will understand how to use the four-step decision-making model to make a simple decision.

Assessment

1. Students will participate in the class discussion about the importance of decision-making (informal assessment-observation).
2. Students will use the four-step decision-making model to make a simple decision.

Preparation

- Prior Learning—N/A
- Handouts/Worksheets—*4 Steps to Making Good Decisions* worksheet
- Resources—Teacher-drawn street map, 4-5 toy cars
- Time Required—45 minutes

Procedures

- Prior to this activity, draw a map (the size of a student's desk top) with several streets on it.
- Ask the students, "Who thinks they can drive a car?" Show the map and the toy cars.
- Choose four students at a time to come up and drive the cars along the streets any way that they choose.
- After all have had a chance to "drive," ask, "What happened? Were there any accidents? What problems did you notice? What could make it a safer place to drive the cars?" (Rules)

- Have the class brainstorm ways to make the roads safer. After students suggest stop signs, speed limits, etc., add these items to the map.
- Tell the students that just as brainstorming helped to solve the problem of dangerous roads, it can also help us when we have other problems to solve and decisions to make.
- Explain that we make decisions everyday. For example, choosing what to wear to school or what to eat for breakfast.
- Tell the students that it is sometimes hard to make decisions. Ask if making decisions has ever been hard for them to do. What were some hard decisions?
- Explain the 4 Steps to Making Good Decisions process:
 1. Name the problem
 2. Brainstorm ideas
 3. Choose and do
 4. Check it out—How did it work?
- Draw 4 footprints on the board. Go over each of the steps.
- Point out that no one makes good decisions all the time.
- Tell students they can always go back to step three, and choose and do another option if the first one did not work out well.
- Give the students the *4 Steps to Making Good Decisions* worksheet and review it with them.
- Have students complete the worksheet and discuss the results.

4 Steps to Making Good Decisions

Name _____ Date _____

Directions: Use the four steps to making a good decision to decide what to do for fun on Saturday. Write your answers for each step.

1) Name the problem



2) **Brainstorm ideas**



3) **Choose and do**



4) **Check it out—How did it work?**

